



CALIFORNIA SCHOOLS



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CALIFORNIA SCHOOLS

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WALTER F. DEXTER
Superintendent of Public Instruction

EDITOR:
IVAN R. WATERMAN
Chief, Division of Textbooks
and Publications

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SUMMARY OF THE BERKELEY CONFERENCE OF PUBLIC SCHOOL CURRICULUM WORKERS

PURPOSES AND SCOPE OF THE CONFERENCE

FRANK B. LINDSAY, Assistant Superintendent of Public Instruction

At the invitation of Frank N. Freeman, Dean of the School of Education, University of California, and with the active co-operation of the School of Education, the Division of Secondary Education of the State Department of Education held a meeting of city and county curriculum workers at the University of California, Berkeley, June 13-14, 1944. Representatives from twenty counties attended, including five county superintendents of schools, twelve curriculum co-ordinators from the offices of county superintendents of schools, eleven other members of the staffs of county superintendents of schools, and two members of county boards of education. In addition five city and deputy city superintendents of schools were present, two high school principals, and four vice-principals and counselors.

The conference opened with a presentation of educational issues and suggested principles of curriculum making by Dean Freeman. The core curriculum and its special relations to the social studies program was discussed by Deputy Superintendent of Schools A. D. Graves of San Francisco. Clarence Fielstra, Curriculum Co-ordinator, San Diego County, gave a summary of the offerings in social studies in the schools of San Diego County and a discussion of the session topic was led by Miss Elsie Toles, Curriculum Co-ordinator, San Mateo County.

A visit to the curriculum laboratory maintained by Oakland Public Schools in co-operation with the University of California occupied the second session of the conference. Miss Vibella Martin, Lawrence F. Foster, and Robert E. Brownlee conducted a tour of the curriculum laboratory and explained its services. Loaz W. Johnson, Curriculum Co-ordinator, Butte County, reported a survey of aviation education in California high schools. A state-wide conference on aviation education at Berkeley in April sponsored by the Civil Aeronautics Administration was summarized by Francis L. Drag, chairman of the committee of aviation education in elementary schools and curriculum co-ordinator, San Diego County, and Frank B. Lindsay, Chief of the Division of Secondary Education.

A dinner meeting was devoted to consideration of the work of the California Committee for the Study of Education, presented by Director

Hiram W. Edwards, Office of Relations with Schools, University of California, and the chairman's report of a subcommittee on the teaching of American history and civics in California schools prepared by John D. Hicks of the Department of History, University of California.

The role of the county superintendent of schools in stimulating curriculum co-ordination was discussed by John S. Carroll, County Superintendent of Schools of San Diego County and B. O. Wilson, County Superintendent of Schools, Contra Costa County. Harold W. Kaar, Director of Supervision, Contra Costa County, reported on articulation practices effected through transfer of pupil data records. At the final session an analysis of the program of vocational education recently inaugurated in Sacramento Public Schools was given by George C. Jensen, Assistant City Superintendent of Schools. Procedures for assembling community data for establishing a vocation program was outlined by H. B. McDaniel, Special Supervisor, Occupational Information and Guidance, California State Department of Education.

A full statement of the suggested principles of curriculum suggested by Dean Freeman, the report on the core curriculum and the social studies by A. D. Graves, Deputy Superintendent of San Francisco Public Schools; and a summary of the Conference by Aubrey A. Douglass, City Superintendent of Schools, Modesto, formerly Assistant Superintendent of Public Instruction, follow:

PRINCIPLES OF THE CURRICULUM

Proposed by FRANK N. FREEMAN, Dean of the School of Education,
University of California, Berkeley

1. The curriculum should be neither subject centered nor child centered. It should be based on the child-in-his-world, particularly the social world.
2. Accordingly, the dual purpose of the curriculum is to promote wholesome development and learning.
3. The goals of development lie in the nature of the child and the goals of learning lie in the child's world. They should be made as specific as possible.
4. The goals of both kinds are general in their broad outlines but have to be adapted to individuals.
5. Provision must be made to harmonize the goals and procedures of development and of learning.
6. Education as suited to man as man must be particularized with reference to the society in which the child lives.

7. Education is general throughout the major part of its duration and becomes in part vocational as it approaches its terminus.
8. The major areas of general education are: physical development and health; development of wholesome personality and conduct; development of creative or artistic appreciation and powers; acquisition of the social arts; development of awareness, knowledge and understanding of the contemporary world in relation to its past.
9. Knowledge and understanding proceed from acquaintance to analysis and generalization; Morality from action, habit, and feeling to ethical insight and evaluation; Esthetic experience from feeling to discrimination and critical evaluation; Citizenship from participation to loyalty to co-operation in the solution of problems.
10. The social studies constitute the co-ordinating center of the curriculum and should provide threefold experience with successive emphasis on (a) experience in group living, (b) observation and study of the community, and (c) the study of the larger world—civilization and its development.

THE CORE CURRICULUM AND THE SOCIAL STUDIES

Report by A. D. GRAVES, Deputy Superintendent, San Francisco Public Schools

The peak of interest in the core curriculum in California was about 1935. The date itself is significant. It represented the bottom of a social and an economic depression when most American institutions were trying to redirect their efforts. Schools were no longer complaisant about their product. As in all periods of severe stress they were trying to break tradition.

Some form of the core curriculum has developed and has been retained in a considerable number of California high schools. A glance at the literature of that period shows that many, if not most of the leaders of education in the state had some degree of enthusiasm for some sort of a core, though there was no general agreement on how to put it into effect. Practices at present differ greatly. The experience of California has not been unique. Other states have gone through the same experience. Interest is not dead.

The simplest definition of the core is probably that it should include those common unifying experiences which all pupils should have. This has been developed in many different directions however. There have been so-called cores of experience and cores of subject matter; cores in which English or the sciences or the social studies was the point

of departure. Cores have been developed that have been focussed on contemporary problems and those which have merely thrown two or more traditional subjects together and mixed them in the same classroom.

George Merideth has stated that, “. . . there should be a core curriculum in our secondary schools, serving as a means of orientation through which the individual finds his relationship to the society of which he is a part as well as discovers for himself the salient information regarding his own capacities and aptitudes, thereby developing desirable socialized attitudes toward life.”¹

Kefauver points to four different concepts. “. . . The first required all students to take certain subjects and to master a common body of curriculum materials or participate in a common group of activities. The second required that all students enroll in certain subjects carrying the same title but with somewhat different curricular materials and learning activities for students on different ability levels, with all students on any one level required to engage in the same activity. The third plan involved requirement of certain subjects of all students, but with freedom to develop content and activities within the limits of the subject. The fourth plan involved a breakdown of subject lines, freedom for the teacher and the student to shape a program of activities in terms of the interests, needs, and goals of students, with the core consisting of the group of objectives which the school is helping the child to achieve.”²

Helen Babson states “. . . When his [the pupil's] program is grouped around a central theme and all the resources of the school are at his disposal to vivify and clarify his impressions, when he is helped to see the relationships of both tools and facts to this theme then his school life has moved away from differentiated confusion into a more orderly pattern.”³

There has been considerable agreement in definition of the core, but a wide variation in practice; but there has been no adequate appraisal of results, except perhaps by inference in *The Story of the Eight Year Study*.⁴ The core curriculum was a common approach by most of the participating schools. The inference here was that change in practice was helpful. Practices were far too different, however, to serve as a real basis for evaluation.

¹ George H. Merideth, “A Core Curriculum for Secondary Schools,” *California Journal of Secondary Education* (February, 1935), 139-41.

² Grayson N. Kefauver, “What Type of Core Curriculum is Acceptable for Secondary Schools,” *California Journal of Secondary Education X* (February, 1935), 142-45.

³ Helen Corliss Babson, “The Core Curriculum,” *California Journal of Secondary Education X* (February, 1935), 145-48.

⁴ Wilford M. Alkin, *The Story of the Eight Year Study*. New York: Harper & Bros., 1942.

Opposition to a core curriculum as such seems mistaken. The American high school has always had some kind of a core curriculum. The minute graduation requirements are set up there is a core. Yet many people have become very emotional about the term "core curriculum." In its present status the core means so many different things to different people.

Opponents of the idea as they conceive it are often talking about some extreme situation or point out some very real practical difficulties that have not been overcome in the school which they have observed. They say the courses are often given by the English teacher who knows or cares little about social studies or that the skills of language are lost when the social studies teacher has the class. If it is conceived as an orientation or contemporary problem course they say that the facts of history are not included. They criticize the lack of real study material. They say periods are too long. They think that no teacher can have a broad enough background to properly teach in such a situation. Some of these are no doubt justified in many situations. Others are due to a lack of understanding of the purposes of the program. In some instances it is probably due to feelings of insecurity when they can no longer depend on logical development of subject matter by drill and study.

The gains that seem obvious to most observers are found in the fact that here at least was one method of breaking across departmental lines, reducing pupil-teacher contacts, and providing purpose for some subject matter that had little use when taught in an isolated situation. Some notable experiment in promoting attitudes may also be credited to the experiment.

If these observations are correct the work done on the core curriculum has not been wasted. It may serve as a basis for redirection of curriculums on a sounder basis. What growth will take place or what further modifications will be made this writer does not know but does wish to submit a point of view that has been inadequately expressed or practiced in the modern school.

The core of unifying experiences which will provide an integrating influence on children will not be found in any mechanical scheme. Such schemes will always be a compromise between vicarious and realistic experience. The needs of children must be defined in more basic terms than has heretofore been found in a discussion of the core curriculum and will involve a treatment of emotional as well as intellectual development.

Such a core can be only partially developed within the four walls of the school building. It represents a broader concept of growth than has been conceived in recent experiments.

These needs may only find adequate expression in the home, the community, and the school. They are not easily defined and will be difficult to reduce to the terms usually employed in curriculum studies. A group has tried to outline them in a study made last year of the curriculum foundations for the San Francisco schools.¹ They are probably inadequate and need modification but it is believed that they are basic to any discussion of unifying or integrating experiences and that they may be put into action in the program of the school.

1. *The Need for a Rhythmic Pattern.* A rhythmic pattern of activity and rest is essential to growth and development. It must be established and maintained in harmony with the physical and biological needs of the individual. Under extreme conditions of activity, or lack of it, the proper balance of body functions cannot be maintained. There is a basic need for the alteration of activity and rest according to a rhythm that is appropriate to the energy make-up of the individual.

2. *The Need for Continuous Adjustment.* Every individual must continuously adjust and readjust himself to his environment. The body must condition itself to ever changing environmental factors and build up resistance to conditions which tend to interfere with its normal functions. Physical and mental health depend upon a continuous adaptation to external and internal influences which are not readily controlled. Frequently the body is conditioned to combat environmental factors which cannot be controlled and conditioned. For example, vaccination, inoculation, and other similar treatments are methods of conditioning the body in order to insure a continuous adjustment to environmental conditions. The school must be a primary factor in meeting this need because it is basic to all aspects of growth and development.

3. *The Need for Outlets.* Physical, emotional, and intellectual drives must find expression satisfactory to the temperament of the individual. In the early period of childhood and to a large extent throughout the adolescent period, these inner drives must be directed by someone other than the individual himself. In later years the individual will direct them himself according to habits developed from past experiences. Within the curriculum structure, provision must be made to recognize and direct these inner urges and drives. Antisocial attitudes, loose moral conduct, emotional disturbances, and numerous other maladjustments are likely to result from a lack of wholesome outlets for inner urges and drives. They must be directed into constructive enterprises which will result in a desirable and consistent pattern of behavior.

¹ "Basic Growth Needs of Secondary School Youth and Their Implications for the Curriculum," *Curriculum Foundations for the San Francisco Secondary Schools*. San Francisco: Issued by the Superintendent of Schools, San Francisco Unified District, pp. 38-42.

4. *The Need for Security.* Love and affection which result in security are essential factors in growth and development. This need manifests itself from birth and exists in varying degrees throughout life. In its purely individualistic interpretation, security involves being accepted and valued as a unique personality regardless of faults and limitations. There is an inherent need to live in the relationship of understanding with someone. If the individual fails in this, he becomes inadequate, unhappy, and maladjusted as a result of continued rejection. The school not only must provide an atmosphere of acceptance which gives the individual security and self respect, but it must provide experiences which will compensate for rejection and insecurity elsewhere in his life.

5. *The Need for Acceptance.* There is a broader need as it relates to the problem of security, and that is the place of the individual in the larger social group rather than the person to person relationship. The individual must belong to the group in which he functions. This broader function of social relationship has its origin in the family group. As the child develops and his world expands, this relationship must be established with playmates and with an ever increasing succession of groups throughout life. This relationship of belonging to and being accepted by the group is important throughout life, and particularly so during the adolescent years which span the secondary school period. The curriculum must provide for students who do not readily establish a relationship of belonging to the school group by including opportunity for experiences which will result in success, satisfaction, and recognition for everyone.

6. *The Need for Success and Accomplishment.* The individual cannot develop normally upon experiences of continuous failure and disappointment. This does not imply that success never must be interrupted by failure and disappointment, but along with these negative experiences there must come a reasonable degree of success and satisfaction. There must be maintained the proper balance between success and failure. The curriculum must take into account and provide for the basic need by recognizing the complexity of individual differences.

7. *The Need for Insight and Understanding.* Knowing the inner-self, one's potentialities and limitations, and the relationship these have with external factors of life is a need which is inherent in the individual. Fear, superstition, false worship, and blind devotion result from lack of understanding of oneself and one's relationship to the realities of life. The body, mind, and soul must find expression in living but this expression must emerge from a philosophy which is in harmony with the realities of life. Insight and understanding of oneself and one's relationship to life

implies provision for a program of self-appraisal and personal evaluation as well as an understanding of factors inherent in the environment.

8. *The Need for Motivation.* Motivation is essential to life as well as to learning and growth. When the seemingly purely biological functions of the body are in need, they set up conditions which motivate action to satisfy it. Hunger, thirst, and fatigue are examples of the stimuli which are provided to motivate action. Learning, like living, cannot continue without motivation to stimulate action. If positive and desirable motivating forces are not set up, the less desirable ones will predominate. The school curriculum must not only motivate interests, but it must motivate interests which are sufficiently strong to predominate over undesirable influences.

9. *The Need for Continuous Active Participation.* Events become experiences through participation, and learning is the process of experiencing. Without effective participation there cannot be effective learning. Self-expression and its implications in the learning process is a direct result of participation. The experiences within the framework of the curriculum must provide for active participation and self-expression for all students. Participation will vary in degree as well as in kind, but it must be continuous if normal growth and development are to be continuous.

10. *The Need for Continuity and Sequence of Experiences.* Learning experiences, to be effective, must not be arranged in serial order, because broad mental functions do not develop serially. Experiences must be built on experiences and behavior patterns on behavior patterns. This implies a need for continuity and sequence in the development experiences, and a continuity in their choice at higher levels which tie into those of lower levels. This has far-reaching implications in the curriculum, because the emphasis is shifted from establishing new experiences which students were not capable of exploring earlier to that of continuing those touched upon previously. The student's need for continuity and sequence of learning experiences is fundamental in curriculum construction; it has a direct bearing on such controversial questions as specialization and departmentalization in all grades of the secondary school and especially the junior high school grades. It has a significant bearing on the continuity of experiences as they carry over from elementary to junior high school and on to senior high school.

11. *The Need for Conformity.* Individuals should differ only to the extent that they conform to an accepted pattern. Every individual must see in himself a likeness to others. Physical, social, or emotional deviation

from the accepted pattern tends to develop psychological problems. The basic philosophy underlying curriculum development must provide for individual differences, and at the same time establish a framework within which every individual can develop without exceeding the bounds of social acceptance.

12. *The Need for Varying Approaches.* The approach to significant experiences and problems which children will encounter may be simpler for some through the manipulative activities, while they may be far simpler for others through an entirely different approach. Basic needs must be met through varying approaches as well as in varying degrees. Recognition of and provisions for meeting basic needs through varying approaches are significant factors in curriculum development. A comprehensive and continuous program of student appraisal is necessary to provide essential information relative to the nature of the needs of individual students. Continuous evaluation will reveal the degree of the different needs and the approach by which they can be met.

13. *The Need for Developmental Experiences.* The school must recognize that an individual's reaction is not a repetition of previous reactions, but rather that every reaction is a result of a new and on-going experience. In meeting the basic needs, the curriculum must provide for new and constructive experiences to avoid and eliminate manifestations of undesirable ones which may result from a long established pattern. The school may find that basic needs have not been provided for in pre-school years and that undesirable patterns of behavior have developed. These patterns cannot be corrected by revision; they must be replaced by new experiences.

14. *The Need for Compensating Experiences.* The school will encounter permanent undesirable conditions which interfere with the program for meeting basic needs. For example, certain physical and mental handicaps cannot be changed through experiences in the curriculum. The curriculum must be adapted to compensate for, rather than correct, such permanent conditions. Through compensation powerful integrative forces can be developed which will serve to provide for continuous adjustment.

Such needs as these may be treated on the athletic field, in the halls or on the steps of the building, wherever groups may gather; at the school dance, in the counselor's office, in the classroom, or the gymnasium; and may be influenced by the personality of the teacher as well as the content of the textbook. However, they are fundamental to any consideration of core curriculum or whatever term that may be used in the future to indicate the growth needs common to all children.

CONFERENCE FINDINGS

Summary by AUBREY A. DOUGLASS, City Superintendent of Schools, Modesto

The curriculum has enormous range and scope. It begins with nursery school and extends through the junior college or four-year college or university. Common sense indicates need of arrangement and order in the curriculum which is the heart of the whole program of education. Location of disorder or poor arrangement and adjustment is a first task and readjustment and realignment of the program is the second task that confront those of us in attendance at this conference.

There should be a framework for the curriculum. It must have some kind of a structure. In erecting this structure, we need a guide or philosophy. Simply stated, clear, useable elements of an educational philosophy were presented by Dean Freeman. A practical, useful statement of philosophy is essential.

From many teachers I conclude that there is much time wasted when we undertake the task in local communities of formulating a philosophy to serve as a guide in curriculum making. The process is often long drawn out, and results in confusion. Some of the confusion may come from teachers' inability to philosophize, perhaps because they lack concrete experience needed to produce the generalizations which constitute philosophy. We may therefore leave systematic educational philosophy to those who have the time and inclination for it, and devote our efforts to producing a practical statement or specifications for practical workmen.

Dean Freeman's statement of principles and his discussion of them were not only well received but were accepted by the members of this conference. To his statement that education must prepare the learner to live in his world, may I add that the curriculum must promote the understanding of the local community. On the other hand, the members of a community must understand the school. Here we have not done as well as we might have done. Shortcomings are not due to lack of understanding on the part of teachers and administrators, but to negligence. Teachers become creatures of habit; they develop their procedures and continue them, withdrawing meanwhile from the life of the community.

Whatever one's personal preferences may be, it is certain that the reaction in many communities is against a curriculum which is too strongly child-centered. On the other hand, experience has taught the fallacy in expecting children to develop when the curriculum is excessively subject-centered. By following principles such as Dean Freeman outlined, it should be possible to avoid either extreme. For example, bringing the learner into contact with his world cannot be accomplished without the mastery of elements of learning. In addition,

development cannot occur without mental as well as physical exercise. Many of the elements of learning selected to bring the learner into contact with his world and to furnish him with mental pabulum may as well be called minimum essentials as anything. They are common to the experience of practically all; they may be used to bring the learner into contact with his world in such a way as to recognize differences in learning ability and interest. Those who reject minimum essentials may well say what they expect to use in their stead.

Goals set as the end product of education must be harmonized with the learner's goals. In this process progress has been slow. To speed up the procedure, various statements of curriculum scope and sequence have been made. Several years ago a committee in California undertook to develop a statement of this nature, but did not reach a place where its work was of practical value. As a matter of fact, it seemed impossible to move from the theoretical to the practical. For example, several descriptions of reading readiness were offered, but it was not possible to tell teachers how to determine reading readiness and what to do about it. When called upon to say what a mental age of eleven means with respect to understanding an arithmetical process educational psychologists were unable to do so. In determining the outlines of the curriculum, everyday experience of teachers must be used. Certainly every assistance that psychology can offer should be used, but the formation of the scope and sequence of the curriculum cannot wait on psychology.

Essentially the task outlined here has been begun by the State Curriculum Commission. Moreover the Commission seeks the active co-operation of all those engaged in education; it expects help from members of this conference, who are in charge of curriculum development in their communities. The practical and useful nature of the task should be apparent to all. It will be apparent to one who takes the trouble to examine the content or activities of the curriculum and their grade placement. For example, conferences held two or three years ago at the University of California in Berkeley and Los Angeles revealed the fact that almost every conceivable practice could be found in organizing and teaching courses required by law in United States history, civics, and institutions. In the junior colleges, colleges, and universities, the variety of practices could only be explained upon the basis of personal preferences of instructors. Similar examples can be found everywhere.

No apparent relationship existed between the elementary schools and the high schools or between the high schools and the junior colleges and colleges. Judging from their actions, nobody seemed to know or

care whether the young people would complete a second or third course in the subject; nobody seemed to know or care whether the young people had completed a year's course, or two courses of a year each on American History and government.

Lack of consecutive planning exists in other subjects. It is always conspicuous when schools are separately housed and separately administered. To overcome this gap, especially as it exists in rural areas, curriculum co-ordinators have been added to the staffs of many county superintendents. Mutual knowledge and co-operation among elementary and secondary teachers will help, as will consideration of problems of concern to the elementary and secondary schools. How this has been brought about has been explained during the course of this conference. Reports by conference members have also shown the manner in which county curriculum work can be related to the comprehensive task set by the Curriculum Commission, while other reports have shown the similarity between what is being done in city and in county curriculum departments.

It has been proved at this conference that the social studies form the core of the curriculum. This incidentally, was proposed by Herbart many years ago. With his followers he worked out the first systematic curriculum. At meetings of the Herbartian Society, an extended examination of this proposal brought the counter-suggestion that the stream of the individual's experience is the core integrating center. If these are social, and in so far as they coincide with the social studies, the points of view agree.

It may be that the social studies themselves, and especially American History and civics, are not sources of experience to which the learner relates other experiences. In any event the very illuminating and challenging lecture by Dr. Hicks not only implied but flatly stated that something is wrong with the teaching of this subject. The difficulty may in part be laid to the style of writing and content of textbooks. Books do not show an interesting narrative style and they often are uninteresting to read. Moreover, many writers sensitive to the fact that two authors with access to the same sources may emerge with different viewpoints or conclusions err on the side of caution. They conclude little, thinking it their task to present the facts only. This of course is not the solution to the problem of history teaching; it may be a factor without significance.

World history seems to be losing ground as a tenth-grade subject. It is too comprehensive; it is beyond the capabilities of tenth-grade students.

The two period core curriculum also seems to be losing in popularity. Receiving much attention in California about ten years ago, it has been adopted in many schools. Theoretically, it contained basic, general education common to all, actually it was derived for the most part from social studies and English. The core curriculum has received almost no appraisal. We have now reached a place where the advocates of the core curriculum are attempting to hold their ground against pressure of other subjects.

Among the new subjects which zealous advocates would place in the curriculum are air transport, global geography, and similar subjects. On the ground of their importance and in the belief that they will revolutionize methods of living, it is urged that these subjects become a part of the core or required subjects. We must therefore develop special workshops for teachers; we must actually train all high school pupils—or at least the most of the boys—to fly. At the insistence of the State Department of Motor Vehicles we must devote attention to automobile driving and traffic safety; because of legislation recently passed we must consider the question of offering courses in military drill. Demands for a share of the six hours per day spent in school are frequent and insistent.

We should be sufficiently alert to seek out activities which should become a part of the curriculum; we should not delay because of ignorance or lethargy until we are forced to conform. We should, moreover, be able to judge the relative values of the subjects and activities upon which young people spend their time and energy.

The report on the Sacramento Conferences to determine the future program of vocational training which Sacramento should have will stimulate other communities to similar action. It is noticeable that, in developing such programs, the survey of a number of years ago has been supplemented by the views of committees, the membership of which represents labor, employers, educators, and others intimately connected with the industrial process.

DEPARTMENTAL COMMUNICATIONS_____

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

WALTER F. DEXTER, Superintendent

CONFERENCE OF SCHOOL SUPERINTENDENTS

The Annual Conference of California City, County, and District Superintendents of Schools has been called for October 3, 4, and 5, in Los Angeles. Meetings will be held in the John H. Francis Polytechnic Senior High School.

DIVISION OF TEXTBOOKS AND PUBLICATIONS

IVAN R. WATERMAN, Chief

NEW PUBLICATIONS

A Study in World Friendship: Designing a Symbol for the United Nations. Bulletin of the California State Department of Education, Vol. XIII, No. 1, May, 1944. Pp. viii + 15.

The bulletin on *World Friendship* was prepared under the direction of the Division of Elementary Education as a means of encouraging world friendship and understanding and cementing the unity now represented by the United Nations.

Copies of the bulletin have been distributed to county superintendents of schools for their staff members and for one-and-two teacher schools, and to all city and district superintendents, to all elementary schools with three teachers or more and to all high schools. Requests for copies of the bulletin should be made to the Division of Textbooks and Publications.

Mrs. Muriel Edwards, County Superintendent of Schools, and members of the professional staff of her office were responsible for preparing the bulletin. Mrs. Edwards arranged to have the cover design made by Miss Catherine Conkey and made other valuable contributions to the project. The preparation of the manuscript was done by Miss Lelia Ann Taggart, Mrs. Olga Reed, and Carleton Jenkins.

MORGAN, WALTER E. *California School Accounting Manual*, Parts I-IV. Bulletin of the California State Department of Education, Vol. XIII, No. 2, June, 1944. Pp. viii + 71.

The *California School Accounting Manual* replaces two previous bulletins of the Department, *Handbook of Instruction for the Classification of School Expenditures*, Bulletin of the California State Department of Education, No. 4, May, 1939, and *The Accounting of Abatements of School Revenue and Expenditures*, Bulletin of the California State Department of Education, Vol. X, No. 7, July, 1941.

It was prepared by Walter E. Morgan, Assistant Superintendent of Public Instruction and Chief of the Division of Research and Statistics, with the co-operation and assistance of the Committee on Uniform School Accounting of the California Association of Public School Business Officials. The *Manual* has been sent to county superintendents of schools for redistribution to districts for the use of public school financial or accounting officers and employees, the clerk of each elementary school district, and every other person who draws orders on district funds or keeps a record of school expenditures.

Orders and requests for the bulletin should be sent to the Division of Textbooks and Publications.

List of High School Textbooks. Bulletin of the California State Department of Education, Vol. XIII, No. 3, July, 1944. Pp. xviii + 62.

This bulletin is issued by the State Department of Education. It is compiled and distributed in accordance with the state law which provides that a list of all books officially filed by publishers with the Department for use in high schools shall be listed.

Copies of the bulletin will be sent to county and city superintendents of schools, high school principals, the clerk of the governing board of each high school district, and to each publisher whose books are listed. Additional copies may be obtained free of charge on request to the Division of Textbooks and Publications.

INTERPRETATIONS OF SCHOOL LAW=====

ALFRED E. LENTZ, Administrative Adviser

[The following items are merely digests, and although care is taken to state accurately the purport of the decisions and opinions reported, the items have the limitations inherent in all digests. The reader is therefore urged to examine the complete text of a decision or opinion and, when necessary, secure competent legal advice before taking any action based thereon.]

CORRECTION

On page 205 of the August, 1944 issue of *California Schools*, the title of the case: *Stockwell v. Board of Trustees of Leland Stanford Junior College* is incorrect and should read *Stockwell v. Board of Trustees of Leland Stanford Junior University*.

SUPREME COURT DECISIONS

Validity of Rule of Governing Board of District Making Teachers' Salaries Dependent on Acquisition of College Units

The governing board of a school district may under School Code Section 5.731 [now Education Code Section 13802] adopt a rule requiring teachers of the district to acquire specified college units during each four year period of service as a condition precedent to the securing of annual salary increments and reducing by one salary increment the salary of any teacher who does not secure the required college units in the required period of time. Such a rule is applicable to permanent employees and becomes a part of the teacher's contract upon the renewal of the contract following the adoption of the rule and does not violate the uniformity in salaries prescribed by School Code Section 5.734 [now Education Code Section 13805]. *Rible v. Hughes etc., et al.*, 24 A. C., 435.

Contracts of Employment of Permanent Teachers

The contract of employment of a permanent teacher is automatically renewed from year to year upon the same terms unless, prior to renewal, the governing board of the district acts to change such terms (citing School Code Sections 5.500 and 5.501 [now Education Code Sections 13081-13087]). *Rible v. Hughes etc., et al.*, 24 A. C. 435.

ATTORNEY GENERAL'S OPINIONS

Apportionment of State Funds to School Districts on Account of Attendance in Classes Paid for in Whole or in Part by the Federal Government

Where the federal government pays a part of the cost of classes maintained by a school district, the district is nevertheless entitled to apportionment of state funds on account of the attendance in such classes there being nothing in the Education Code (citing specifically Sections 5701-5706, 8160, 9161-9164, 5801-5806, 9141-9147, 9176-9178 and Military and Veterans Code Section 1514) which provides otherwise.

But in the case of any class maintained by a district under any program of national defense of the federal government, acting through the State Department of Education, the entire cost of which is borne by the federal government, no apportionment of state funds may be made under Education Code Section 8160 on account of attendance in such classes regardless of the days of the week on which such classes are held. (AGO NS5353, March 3, 1944; AGO NS5353a, August 3, 1944 modifying AGO NS5353.)

Approval by School District of Contract for Inclusion of Employees in State Employees Retirement System

Although Sections 3e, 3d and 38e-38f of the State Employees Retirement Act (Deering Act 5847), in establishing the procedure under which employees of a city, county, district or other public agency may be made members of the State Employees Retirement System, require the adoption of an "ordinance" by the governing board of the agency when approving the required agreement between the Retirement System and such agency, the intent of the Legislature is to be given effect and since the governing board of a school district is not empowered to adopt an "ordinance" it may give approval to such agreement by the due adoption of a resolution. (AGO NS 5419, July 12, 1944.)

FOR YOUR INFORMATION_____

STATE BOARD OF EDUCATION ACTIONS

The following actions were taken by the State Board of Education at its meeting in San Francisco on July 11 and 12, 1944.

Regulations on Pupil Transportation. The Board added subsection 24.1, reading as follows, to Section XI of its Regulations Governing Pupil Transportation:

24.1. Tires shall be provided on every school bus adequate to support the total of wet weight of the chassis, the weight of the body, the weight of the spare tire, or tires, and of all tools and accessories, the weight of the maximum passenger load at 130 pounds per passenger and the weight of the driver at 150 pounds. Tire capacities (size and plies) will be rated according to the schedule of the National Tire and Rim Manufacturers Association, plus 10 per cent per tire.

Regulations Relating to Granting of Secondary School Credit. The Board added the following regulations relating to the granting of secondary school credit to Section XIII of Part I of its Rules and Regulations:

GRANTING OF SECONDARY SCHOOL CREDIT

A. *Secondary School Credit for Work Experience*

- I. The governing board of a school district maintaining a secondary school may grant to a pupil regularly enrolled and in attendance in the school during the term the school is in session credit toward graduation for work experience, provided that the work experience
 - (i) is organized to contain specific elements of learning definitely related to the in-school learning of the pupil;
 - (ii) is supervised by a teacher, coordinator, or supervisor specifically to relate class instruction and the work experience;
 - (iii) is appraised or evaluated to determine the satisfactory progress of the pupil in learning through the work experience; and
1. The governing board of the school district may grant to a pupil during any one school year for work experience not more than twenty semester periods in high school or fifteen credit hours in junior college.
2. The governing board of the school district may grant to a pupil credit toward graduation for work experience to a maximum of one-fourth the total semester periods in high school or thirty credit hours in junior college required for graduation.
3. The governing board of the school district shall submit to the State Department of Education the plan for work experience and receive approval before credit may be granted.

B. Secondary School Credit for Military Service and Training

- I. The governing board of a school district maintaining a secondary school may grant to a pupil regularly enrolled and in attendance in the school immediately prior to withdrawal to enter military service, or who enrolls in the school upon return from military service, credit toward graduation for military service and training received while a member of the armed forces of the United States.
 1. The governing board of the school district shall cause to be entered upon the pupil's permanent school record the date of the pupil's withdrawal from the school to enter military service and date of acceptance for service by the armed forces of the United States.
 2. The governing board of the school district may grant to the pupil, upon the completion of a basic or recruit training program with the armed forces of the United States, a maximum of thirty semester periods in high school or a maximum of fifteen credit hours in junior college, in military science and physical education.
 3. The governing board of the school district may grant to the pupil, upon certification by the United States Armed Forces Institute of the successful completion of a specialist or technical training program or of competence established through a statement upon the serviceman's record of work experience, in subjects paralleling courses usually taught in secondary school or in vocational training courses which have counterpart in civilian life, for each such course a maximum of twenty semester periods in high school or ten credit hours in junior college.
 4. The governing board of a high school district may award to the pupil a diploma of high school graduation provided that statutory requirements for graduation have been met, when the pupil has completed, including that portion of his last semester in residence immediately prior to withdrawal to enter the armed forces of the United States, the equivalent of 190 semester periods.

Approval of Educational Organizations. In accordance with Education Code Section 4861, the Board approved the following organizations as organizations for which memberships for schools may be paid from school district funds during the school year 1944-45:

- American Association of Collegiate Registrars, J. R. Robinson, President, (Headquarters: W. C. Smyser, Registrar, Miami University, Oxford, Ohio)
- American Association of Junior Colleges, Walter C. Eells, Secretary, 1201 19th Street, N. W., Washington 6, D. C.
- American Association of School Administrators, Sherwood D. Shankland, Secretary, 1201 Sixteenth St., Northwest, Washington 6, D. C.
- American Council on Education, George F. Zook, President, 744 Jackson Place, N. W., Washington 6, D. C.
- Association of School Business Officials, H. W. Cramblet, Secretary, The Board of Public Education, Pittsburgh, Pennsylvania
- California Association of Public School Business Officials, Clyde S. Yerge, President, 1025 Second Ave., Oakland 6, California
- California Junior College Federation, Pedro Osuna, President, Marysville Union High School, Marysville, California

California Scholarship Federation, Inc., Mrs. Arline Hudelson, Clerical Secretary, 2207 Shattuck Ave., Berkeley 4, California

California Society of Secondary Education, Miss Lillian M. Perry, Secretary, Rooms 9 and 10 Haviland Hall, Berkeley, California

California State Historical Association, Owen C. Coy, Director, 3551 University Avenue, Los Angeles 7, California

Educational Film Library Association, Donald Slesinger, Administrative Director, 45 Rockefeller Plaza, New York 20, N. Y.

Southern California Junior College Association, Elmer T. Worthy, Secretary, Glendale Junior College, Glendale, California

Western Association of Colleges and Secondary Schools, A. J. Cloud, President, San Francisco Junior College, Ocean and Phelan Ave., San Francisco, California

Revocation and Suspension of Credentials. The Board suspended the state credentials, including life diploma and other documents, heretofore issued to Anna D. Chesney for a period of one year from July 1, 1944 to June 30, 1945, under the provisions of Education Code Section 12751.

Calls for Bids for Textbooks. Upon recommendation of the State Curriculum Commission, the Board authorized the issuance of calls for bids of textbooks in music in schools in which music instruction is not conducted on a graded basis and for textbooks in reading for grades one to five.

SCHOOL BUS TIRE INSPECTION

The Firestone Tire and Rubber Company will, on request of the authorities of a school district, analyze, and make recommendations regarding, the needs of the district for school bus tires. A request for this service may be made to the nearest dealer handling the company's products.

The company is sending to each county superintendent of schools full information concerning the service.

AMERICAN EDUCATION WEEK, NOVEMBER 5-11, 1944

The theme for the twenty-fourth annual observance of American Education Week is "Education for New Tasks."

The United States is engaged in the greatest war in history. Before us are the tasks of the postwar years which only an educated citizenry can hope to master. Such times require a great public school system, excelling by far anything that we have yet accomplished in the education of our children, youth, and adults.

Education has made and is making an indispensable contribution to the winning of the war. Its role in the peace will be equally significant if the American people fully understand the potential power of education.

How can we win the peace? How can we maintain full employment? How can we combat intolerance? How can we conserve and improve our human resources? There are many factors in the solution of these momentous issues that will face the nation in the postwar years, but universal and adequate education of all the people is the basic ingredient of every sensible prescription for these problems.

We spare no expense to get people ready to win a war. Why? Because we know that only a trained people can win. Public sentiment would not tolerate for a moment any proposal to send American boys into battle without the best of training under the best instructors and with the best equipment that money can buy. Shall we do less to help our young people win the battles of the peace to come?

American Education Week is an opportunity to interpret the role of education in the postwar as well as the present contribution of the schools to the war effort.

Materials to assist local schools in the observance of American Education Week, such as a poster, leaflets, a sticker, a manual, plays, a movie trailer, radio scripts, newspaper advertising mats, are available from the National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C.

AMERICAN CULTURE GROUPS SUBJECT OF RADIO BROADCAST

One of the presentations of the NBC University of the Air is a radio series, *They Call Me Joe*. It is based on stories of the contributions to America of the various culture groups represented among service men and women.

Time of the broadcast should be checked through local stations.

BOND SALES OBJECTIVES FOR PUBLIC SCHOOLS

The public schools are asked to accept a twofold "military objective" in the 1944 war bond sales campaign:

1. By American Education Week, November 5-11, qualify to fly the Schools-at-War Flag indicating that 90 per cent of all pupils in each school are saving regularly.
2. By December 7, Pearl Harbor Day, complete at least one campaign to sponsor one or more ambulances, planes, or other equipment.

During the school year 1943-44, the school children of America saved \$510,000,000 in war stamps and bonds. California children raised more than twenty million dollars.

Details of the current campaign may be obtained from the State War Finance offices in San Francisco and Los Angeles.

NEW EDUCATIONAL BROADCAST SERIES ANNOUNCED

Broadcasts on critical issues in American education have been prepared for the Pursuit of Learning series of the NBC University of the Air heard on Sunday afternoons.

The series is sponsored jointly by four organizations: the United States Office of Education, Federal Security Agency; the National Education Association; the American Vocational Association; and the National Broadcasting Company.

Noted citizen and Government leaders and prominent educators will share the microphone to exchange opinions on problems education must try to solve in the immediate postwar period.

The following subjects have been scheduled for September and October:

Education for World Understanding, September 3.

How Shall We Assure Equal Opportunity to Education? September 10.

How Can We Reduce Illiteracy? September 17.

Should Work Experience Be Part of Education? September 24.

Military Training for American Youth, October 1.

BOOKLET OF AVAILABLE WAR FILMS

The booklet *War Films For War Use* has just been released by the Bureau of Motion Pictures, Office of War Information. It contains a list of 79 nontheatrical films available from 270 film library distributors in 48 states. The films are described and the names of all distributors co-operating with OWI to provide nation-wide distribution are listed.

These 16 mm. films inform the American people of the status and progress of the war. They cover the fighting fronts and the home front. They point out the issues of the war and clarify the nature of our enemies. They build an understanding and a respect for our Allies in Britain, in China, in Russia, and around the world. They drive home dramatically and positively what Americans are doing and must do for Victory.

These motion pictures are for use wherever Americans meet for a serious purpose. They are being widely used in war plants, labor groups, service clubs, women's clubs, parents' groups, civilian defense meetings, community gatherings, schools and colleges, churches, rural meetings, and fraternal groups.

Copies of the above directory of War Films may be obtained from the Bureau of Motion Pictures, Office of War Information, Washington 25, D. C.

One of the distributors for the OWI films in California is the University of California Extension Division at Berkeley and Los Angeles.

The Office of War Information also announces the release of four new films: "Food and Magic," one reel; "The Negro Soldier," 4 reels; "Prices Unlimited," one reel; "Challenge to Democracy," 1½ reels.

SOCIAL STUDIES PUBLICATIONS

Several publications of interest have recently been published by the National Council of Social Studies.

An important volume on problems of war and peace is *Citizens for a New World*, edited by Erling M. Hunt. Each chapter has been contributed by an authority in the field. The price is \$2.00.

Three new resource units in the series *Problems in American Life* are now available:

No. 19, *The American Standard of Living*, by Faith Williams and Mary P. Keohane

No. 20, *The American Way of Business*, by Oskar Lange and A. W. Troelstrup

No. 21, *Urban and Rural Living*, by Louis Wirth and Ray Lushenhop

Individual units sell for 30 cents each; any four for \$1.00; complete set of 21 different units, \$4.50. A teacher's manual is sent free with orders of \$1.00 or more. A descriptive leaflet will be furnished on request. Orders and requests should be sent to the National Council for the Social Studies, 1201 Sixteenth Street, N. W., Washington, D. C.

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- CLAYTON, ALFRED STAFFORD. *Emergent Mind and Education: A Study of George H. Mead's Bio-social Behaviourism from an Educational Point of View*. Contributions to Education No. 867. New York: Bureau of Publications, Teachers College, Columbia University, 1943.
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- SMITH, F. TREDWELL. *An Experiment in Modifying Attitudes Toward the Negro*. Contributions to Education, No. 887. New York: Bureau of Publications, Teachers College, Columbia University, 1943.
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